

Stanford Writing Administration

The South Dakota Department of Education has selected the *Stanford Writing* assessment for administration to students in grades 5 and 9. The *Stanford Writing* assessment is published by Harcourt Assessment, a subsidiary of Harcourt, Inc.

Fall 2005 Administration: Critical Dates

Sept. 19–23, 2005	Pretest workshops
Sept. 19, 2005	Scheduled delivery of <i>Stanford Writing</i> assessment materials
Sept. 23, 2005	Material shortages and requests for additional assessment materials must be reported to the Harcourt Customer Support Center at 1-800-763-2306. <i>Requests received after this date may not arrive in time for the administration and will be shipped at the district's expense.</i>
October 3–7, 2005	<i>Stanford Writing and S.T.A.A.R.S Writing</i> administration
October 14, 2005	LAST DAY for scorable documents to be picked up by UPS
October 17, 2005	LAST DAY for scorable documents to be delivered to Harcourt Assessment's Scoring Center
December 12, 2005	Districts receive <i>Stanford Writing</i> results

If your district is interested in assessing writing skills for students in grades other than grades 5 and 9, please contact **Harcourt Customer Service** at **1-800-211-8378** or **customer_service@harcourt.com**.

Activities Before Administration

Enrollment Data and Assessment Material Allocations

Assessment material quantities for the *Stanford Writing* assessment have been estimated based on spring 2005 enrollment data.

Assessment Materials Provided

- *Stanford Writing Prompts*
- *Stanford Writing Directions for Administering*
- *Stanford Writing Student Response Booklets*
- *Test Coordinator's Kit*, including:
 - Pre-ID labels (may arrive in a separate shipment)
 - Paper bands for securing answer documents
 - Scoring Service Identification (SSID) sheets
 - Master File Sheets
 - Order for *Optional Scoring Service* (OSS) form
 - UPS shipping labels
 - ORANGE peel-and-stick return labels for scorable materials
 - GREEN peel-and-stick return labels for non-scorable materials

Receive and Inventory Assessment Materials

Verify the contents of the *Stanford Writing* assessment materials shipment against the quantities indicated on the packing slip, and determine if there are sufficient assessment materials for each teacher/examiner and student. A 10% overage is included in all test material shipments.

If there is a discrepancy between the packing list and the quantities received, or if additional assessment materials are needed, contact the
Harcourt Customer Support Center
at **1-800-763-2306** or **customersupportcenter@harcourt.com**.

Separate the *Stanford Writing Directions for Administering* for use in your teacher/examiner training sessions. Organize the remaining assessment materials by teacher/examiner group to facilitate distribution prior to administration. Retain the shipping cartons for use when returning assessment materials to Harcourt.

Ensure the Security of Assessment Materials

It is important to follow all security measures before, during, and after each administration to ensure the integrity and validity of the assessment. All assessment materials must be kept in a secure location except when being utilized by students. Teachers/examiners are asked to report any questions or concerns regarding test security to you. As test coordinator, you should report any incident to the South Dakota Department of Education utilizing the *Report of Test Irregularity* form available in *Appendix A*.

Test security agreements and affidavits must be completed prior to the *Stanford Writing* administration. By signing these documents, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all assessment materials.

Before the administration of the *Stanford Writing* assessment,

1. fill in the title of the *Stanford Writing* assessment on the *Test Security Agreement* and the *Test Security Affidavit*

2. review and sign the *Test Security Agreement* for test coordinators

Send the original *Test Security Agreement* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Send a copy of the original *Test Security Agreement* to:

South Dakota Department of Education
700 Governors Drive
Pierre, SD 57501

Retain a copy of the *Test Security Agreement* for your records

3. copy, disseminate, and collect the *Test Security Affidavit* from all teachers/examiners prior to distributing assessment materials

Send the original *Test Security Affidavits* to:

JR Zengler, South Dakota Program Manager
c/o Harcourt Assessment
19500 Bulverde Road
San Antonio, TX 78259

Retain copies of the *Test Security Affidavits* for your records

Schedule Assessment Dates and Times

Work with building coordinators and teachers/examiners to schedule *Stanford Writing* assessment dates and times within the statewide administration period of **October 3–7, 2005**, including any make-up sessions. Your schedule must allow time for the assembly and shipment of all scorable answer documents to arrive at Harcourt NO LATER THAN **October 17, 2005**.

Provide Training for Teachers/Examiners

It is your responsibility to provide training for your school's teachers/examiners (and building coordinators) to ensure a successful administration of the *Stanford Writing* assessment. This training should include information provided by the South Dakota Department of Education and Harcourt, this *Test Coordinator's Handbook*, and the *Stanford Writing Directions for Administering*.

Familiarize yourself with this section of the *Test Coordinator's Handbook* and the *Stanford Writing Directions for Administering* prior to your training session(s). Teachers/examiners should review the *Stanford Writing Directions for Administering* prior to testing. You may wish to collect the *Stanford Writing Directions for Administering* after training and then redistribute them prior to testing to ensure that all teachers/examiners receive a copy for the administration.

The following topics should be reviewed during your training sessions:

- responsibilities of teachers/examiners
- test security, including the *Test Security Affidavit* for teachers/examiners
- assessment schedule
- preparation of appropriate assessment locations
- informing and preparing students for the assessment
- providing accommodations for students
- coding demographic information on student response booklets
- monitoring students during the administration
- use of classroom proctors/interpreters (if necessary)
- preparing and returning assessment materials

Pages 5 through 13 include instructions and information for teachers/examiners to be photocopied and distributed at your training sessions. This information is not published within the *Stanford Writing Directions for Administering*.

The following information is not included within the *Stanford Writing Directions for Administering*. Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

RESPONSIBILITIES OF THE TEACHER/EXAMINER

Prepare for the *Stanford Writing* Assessment

Check to be sure that you have received the correct *Stanford Writing* assessment materials in sufficient quantities for your students.

Ensure that the following supplies are available prior to the administration:

- a sufficient quantity of sharpened No. 2 pencils with erasers
- pencil sharpeners
- the writing prompt and student response booklet for demonstration purposes
- a clock
- a “TESTING — DO NOT DISTURB” sign to post on the classroom door

Ensure that all assessment materials are kept in a secure storage area until you are ready to administer the assessment. The topic of the *Stanford Writing* assessment should not be disclosed to any student(s) prior to the administration.

Establish the Assessment Environment

The *Stanford Writing* assessment should be conducted in a room that does not crowd students. Good lighting, ventilation, freedom from noise and interruptions, comfortable seats, and smooth, hard writing surfaces are important factors to consider when selecting a location. The writing surfaces should be large enough to accommodate a writing prompt and a student response booklet. Students should be seated in such a way that they will not be tempted to look at the work of others. To prevent confusion, arrangements for the seating of students should be completed prior to administration.

Prepare the Response Booklets before the Assessment

The student demographic information should be completed prior to the administration of the assessment. The *Stanford Writing* student response booklet demographic page is provided for reference on the following page.

When pre-ID labels are provided and all information is correct, place the pre-ID label within the designated area of the demographic page. Corrections to preprinted information on the label are not permissible.

When information on the label is incorrect or placed incorrectly on the response booklet, or if labels are not provided, complete, or have students complete the information following the instructions within the *Stanford Writing Directions for Administering*. Ensure that students print their student numbers in the appropriate boxes and fill in the circles below the boxes with their nine-digit SIMS student identification number. **Information on the Pre-ID label will override any handwritten information completed.**

The following information is not included within the *Stanford Writing Directions for Administering*. Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

The *Stanford Writing* Student Response Booklet Demographic Page

STUDENT NAME										TEACHER									
SCHOOL										DISTRICT									
GENDER					GRADE					DATE OF BIRTH									

LAST NAME										FIRST NAME										MI
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	

STUDENT NUMBER									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

OTHER INFORMATION									
A	B	C	D	E	F	G	H	I	J
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

DATE OF BIRTH		
MONTH	DAY	YEAR
<input type="radio"/> Jan	<input type="radio"/> 0	<input type="radio"/> 19
<input type="radio"/> Feb	<input type="radio"/> 1	<input type="radio"/> 20
<input type="radio"/> Mar	<input type="radio"/> 2	<input type="radio"/> 01
<input type="radio"/> Apr	<input type="radio"/> 3	<input type="radio"/> 02
<input type="radio"/> May	<input type="radio"/> 4	<input type="radio"/> 03
<input type="radio"/> Jun	<input type="radio"/> 5	<input type="radio"/> 04
<input type="radio"/> Jul	<input type="radio"/> 6	<input type="radio"/> 05
<input type="radio"/> Aug	<input type="radio"/> 7	<input type="radio"/> 06
<input type="radio"/> Sep	<input type="radio"/> 8	<input type="radio"/> 07
<input type="radio"/> Oct	<input type="radio"/> 9	<input type="radio"/> 08
<input type="radio"/> Nov	<input type="radio"/> 0	<input type="radio"/> 09
<input type="radio"/> Dec	<input type="radio"/> 1	<input type="radio"/> 10

GENDER <input type="radio"/> Female <input type="radio"/> Male	GRADE <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12	LEVEL <input type="radio"/> Primary 3 <input type="radio"/> Intermediate 1 <input type="radio"/> Intermediate 2 <input type="radio"/> Intermediate 3 <input type="radio"/> Advanced 1 <input type="radio"/> Advanced 2 <input type="radio"/> TASK 1 <input type="radio"/> TASK 2 <input type="radio"/> TASK 3 FORM <input type="radio"/> S1 <input type="radio"/> T1 <input type="radio"/> S2 <input type="radio"/> T2 <input type="radio"/> S3 <input type="radio"/> T3 <input type="radio"/> S4 <input type="radio"/> T4
---	---	--

TPC Reflective Bond™ 61800 1 2 3 4 5 6 7 8 9 10 12 A B C D E

The following information is not included within the *Stanford Writing Directions for Administering*. Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Inspect and Organize the Student Response Booklets

Inspect the students' response booklets to ensure that

- the proper form and level of the writing prompt have been recorded
 - student responses have been made with a black, soft-lead (No. 2) pencil. Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be properly scanned, and these should be marked over with a black, soft-lead (No. 2) pencil.
 - the pre-ID labels have been properly affixed
- OR
- the name grid has been completed and only one circle is filled in for each letter in the columns provided and the empty circle has been filled in for all boxes left blank; the date of birth section has been completed and is accurate

Complete the “OTHER INFORMATION” section of the demographic page for students assessed with standard and nonstandard accommodations.

Organize the student response booklets

GRADE 5 teachers/examiners must complete both sides of an SSID sheet and place the completed SSID sheet on top of their classroom's stack of response booklets. Arrange the student response booklets so that the back cover with the student name grid is facing up and the margin that contains the black horizontal bars is on the left. **Each grade 5 classroom constitutes a separate grouping.** Place the paper band provided around each group. (The paper band is a long piece of paper that must be wrapped around the response booklets and fastened to itself with tape.) Be sure that the paper band is clearly marked with the school's name, grade, and series number (e.g., 1 of 1). **Do not bind response booklets with clips or rubber bands, as these will damage the edges of the booklets. Ensure that *Stanford Writing* prompts are not mixed with or inside response booklets.**

GRADE 9 teachers/examiners should arrange the student response booklets so that the back cover with the name grid is facing up and the margin that contains the black horizontal bars is on the left. **Do not bind response booklets with clips or rubber bands, as these will damage the edges of the booklets. Ensure that *Stanford Writing* prompts are not mixed with or inside response booklets.** Grade 9 teachers/examiners WILL NOT complete an SSID sheet. The test coordinator will complete one SSID sheet for all grade 9 students in each school.

ALL teachers/examiners must return completed student response booklets to their building or test coordinator as instructed above. *Stanford Writing* prompts, *Stanford Writing Directions for Administering*, and unused *Stanford Writing* student response booklets must also be returned to the building or test coordinator.

The following information is not included within the *Stanford Writing Directions for Administering*. Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Assessment Accommodations for Limited English Proficient Students

The *Stanford Writing* assessment is administered to all students in grades 5 and 9. All students identified as limited English proficient (LEP) in grades 5 and 9 must participate in this assessment (*No Child Left Behind Act of 2001*, Title I, Part A, Section 1111). Academic assessment of eligible LEP students must be accomplished in English for those LEP students who have attended school in the United States for three or more consecutive school years.

Prior to assessment, districts should determine each LEP student's need for assessment accommodations that are most likely to yield accurate and reliable information on what each student knows and can do in the subject(s) being assessed. Such determinations should be made on an individual basis by the LEP team (teachers, counselors, and administrators) with specific knowledge of each student. Decisions should be documented in writing and maintained in each student's permanent file. Factors for consideration include:

- the student's ability to comprehend and follow standard instructions delivered in English (whether oral or written) as compared to another language
- the student's ability to comprehend and appropriately respond to standard test items written in English
- the language that will best allow the student to demonstrate his or her proficiency in the skill(s) being tested
- timing or pacing variations that may assist in English comprehension
- responsive variations that may minimize English language limitations
- encoding or decoding assistance, including interpreters or translators

Since every student is different and language abilities and needs vary widely, assessment accommodations will not be applied universally. The individual needs of each LEP student in daily instructional settings as well as the additional needs that arise in a secure testing environment should be considered.

Questions regarding the provision of assessment accommodations or the process of exempting a student from participation in state or district wide assessments should be directed to the
South Dakota DOE at 1-605-773-6400.

The following information is not included within the *Stanford Writing Directions for Administering*.
Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Standard and Nonstandard Accommodations for LEP Students

If it is determined that an LEP student can participate with accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. The following standard and nonstandard accommodations should guide LEP teams in making appropriate decisions about accommodations to meet each student's individual educational needs.

Category	Accommodation	Standard Administration	Nonstandard Administration
Scheduling	Time of day	X	
Setting	Small group	X	
	Individual setting	X	
	Environmental modifications: Location with minimal distractions Noise buffers Preferential seating	X	
Presentation Format	Simplify directions	X	
	Written translation of the test		X
	Repeating directions		X
	Interpreting directions		X
Response Format	Visual aids (templates, masks, or markers)	X	
	Oral response in native language interpreted by teacher/examiner		X
	Written response in native language translated into English		X
	Tape-record responses for verbatim translation		X
Other	Use of dictionaries		X
	Use of word lists/glossaries		X

The following information is not included within the *Stanford Writing Directions for Administering*. Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Complete LEP Accommodations on the Student Response Booklet

Following the *Stanford Writing* assessment, teachers/examiners should complete the “OTHER INFORMATION” section of the *Stanford Writing* student response booklet according to the type of accommodation(s) provided. For students classified as limited English proficient (LEP) who are tested with standard or nonstandard accommodations, grid circle “1” or “2” in Column C of the “OTHER INFORMATION” grid.

LEP – WITHOUT Accommodations	Do Not Grid	Do Not Grid
LEP– with Standard Accommodations	Column C	Grid circle “1”
LEP – with Nonstandard Accommodations	Column C	Grid circle “2”

OTHER INFORMATION									
A	B	C	D	E	F	G	H	I	J
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

LEP Student—Accommodations/
Standard Administration

LEP Student—Accommodatons/Non-
Standard Administration

The following information is not included within the *Stanford Writing Directions for Administering*. Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Assessment Accommodations for Students with Disabilities

The *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA 2004) requires the development of policies and procedures for the inclusion of students with disabilities in state and district wide assessments and, when necessary, the provision of accommodations for such students. Individualized Education Programs (IEPs) must include accommodations that are necessary in order for the child to participate in assessments. A student who is perceived to have a disability based on Section 504 of the *Rehabilitation Act of 1973* (Section 504) must also be afforded accommodations if those accommodations are part of the services provided in the student's Section 504 Plan.

Test coordinators are urged to plan ahead for the accommodation of students with disabilities.

Decisions about whether a student participates in the *Stanford Writing* assessment under the prescribed standardized group-testing conditions recommended by Harcourt, or participates with accommodations, must be made on an individual basis by the student's IEP or Section 504 team. These decisions are not made unilaterally; the team involved in the decision-making process must be the student's IEP or Section 504 team.

If it is determined that a student with a disability can participate with accommodations, the team making that decision must specifically indicate the type and extent of accommodations that will be provided. This information must be included in the student's IEP or addressed in the student's Section 504 Plan. The parent/guardian of the student must be made aware of the decision during the development of the student's IEP or Section 504 Plan.

If an IEP team has determined that a student will take an alternate assessment, the student will be assessed using the S.T.A.A.R.S *Writing* assessment which is aligned to the South Dakota Language Arts Functional Standards. This assessment is located online at <http://doe.sd.gov/oess/specialed/index.asp>

Questions regarding the provision of assessment accommodations for *Stanford Writing* or the administration of the S.T.A.A.R.S *Writing* assessment should be directed to
Melissa Flor at the SDDOE at 1-605-773-3678 or melissa.flor@state.sd.us.

The following information is not included within the *Stanford Writing Directions for Administering*. Please **PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS** prior to administration.

Standard and Nonstandard Accommodations for Students with Disabilities

If it is determined that a student can participate in the *Stanford Writing* assessment with accommodations, the student's IEP or Section 504 team must specifically indicate the type and extent of accommodations that will be provided. A student's IEP or Section 504 team must consider the individual needs of the student in daily instructional settings as well as the additional needs that arise in a secure testing environment. The following standard and nonstandard accommodations should guide IEP or Section 504 teams in making appropriate decisions about accommodations to meet each student's individual educational needs.

Category	Accommodation	Standard Administration	Nonstandard Administration
Timing	Multiple test sessions over several days	X	
	Extended time		X
Scheduling	Time of day	X	
	Pacing		X
Setting	Small group	X	
	Individual setting	X	
	Environmental modifications: Special lighting Adaptive or special furniture Location with minimal distractions Noise buffers Preferential seating Hospital/home administration	X	
	Repeating directions	X	
	Interpreting directions	X	
Presentation Format	Simplifying directions		X
	Securing papers to work area with tape/magnets	X	
	Providing cues (arrows, stop signs) on the answer document	X	
	Visual aids: templates, masks, or markers	X	
	Amplification equipment (hearing aid, auditory trainer)	X	
Response Format	Large-diameter pencil, pencil grip, special pencil or pen	X	
	Typewriter or word processor (turn off spelling and grammar check)	X	
	Braille (transcribed by scribe)	X	
	Tape-record responses for later verbatim translation	X	
	Assistive or augmentative technology	Varies	Varies

The following information is not included within the *Stanford Writing Directions for Administering*. Please PHOTOCOPY AND DISTRIBUTE TO TEACHERS/EXAMINERS prior to administration.

Complete IEP and Section 504 Plan Information on the Response Booklet

Following the *Stanford Writing* assessment, teachers/examiners should complete the “OTHER INFORMATION” section of students’ *Stanford Writing* response booklets according to the following instructions.

Students with an IEP:

IEP – WITHOUT Accommodations	Do Not Grid	Do Not Grid
IEP – with Standard Accommodations	Column I	Grid circle “1”
IEP – with Nonstandard Accommodations	Column I	Grid circle “2”
IEP – unable to participate	Column I	Grid circle “9”

Students with a Section 504 Plan:

504 Plan – under standardized group-testing conditions	Column I	Grid circle “5”
504 Plan – with STANDARD Accommodations	Column I	Grid circle “6”
504 Plan – with <i>Nonstandard</i> Accommodations	Column I	Grid circle “7”

OTHER INFORMATION									
A	B	C	D	E	F	G	H	I	J
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

Students w/IEP—Standard accommodations

Students w/IEP—Non-standard accommodations

Students w/504—No accommodations

Students w/504—Accommodations/standard administration

Students w/504—Accommodations/non-standard administration

Students w/IEP—Alternate assessment required; collecting demographic data only

Distribute Assessment Materials to Teachers/Examiners

Test coordinators are to maintain an accurate record of assessment materials distributed to each teacher/examiner. Emphasize the importance of maintaining test security throughout the administration as well as following the instructions provided in this *Test Coordinator's Handbook* and the *Stanford Writing Directions for Administering*.

Distribute the SSID sheets and paper bands to building coordinators and/or teachers/examiners for use organizing and returning completed response booklets.

Activities During Administration

Monitor the assessments conducted in your school(s). Ensure that the guidelines and procedures described in this *Test Coordinator's Handbook* and the *Stanford Writing Directions for Administering* are adhered to, and be available to answer questions and resolve problems. Utilize the *Report of Test Irregularity* form found in *Appendix A* to document and resolve any test security issues with the South Dakota Department of Education.

Activities After the Administration

Collect Assessment Materials

Collect all scorable student response booklets and all assessment materials from building coordinators and/or teachers/examiners. Separate the scorable response booklets from the non-scorable assessment materials and continue with the verification and organization process of the scorable documents.

Organize Student Response Booklets

As you organize the student response booklets, ensure that

- student response booklets have been received from ALL building coordinators and/or teachers/examiners
- students' responses have been made with a black, soft-lead (No.2) pencil. Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be properly scored, and these should be marked over with a black, soft-lead (No.2) pencil.
- response booklets are verified for completeness and accuracy of student identification information, especially if pre-ID labels are not used and information is completed by teachers/examiners or students
- the STUDENT NUMBER section is completed and fully gridded on every response booklet without a pre-ID label
- student information that is written above the circles in each box of the response booklet is accurately gridded below the information

Verify and/or Complete the Scoring Service Identification (SSID) Sheets

Scoring Service Identification (SSID) sheets are scanned documents used to verify the number of response booklets to be scored. Pre-filled SSID sheets as well as blank SSID sheets will be provided for the *Stanford Writing* assessment. Corrections to pre-filled or hand-entered information are not permissible; complete a new (blank) SSID sheet with accurate information to prevent scoring delays.

GRADE 5 teachers/examiners are to complete side 1 and side 2 of the SSID sheet with their classroom information and return students' response booklets, paper banded together, with an SSID sheet on top. **Test coordinators are to enter the total number of classroom groups and the total number of response booklets (from all grade 5 classrooms) on the Master File Sheet.**

GRADE 9 teachers/examiners are to complete the information on the paper band and return their students' response booklets. **Test coordinators are to complete an SSID sheet for the total number of grade 9 response booklets for each school and enter the total number of response booklets on the Master File Sheet.**

Complete the SSID sheets as follows:

SIDE 1: (Complete for grade 5 and 9 response booklets)

- | | |
|--------------------------------|--|
| (A) GRADE | Print the grade |
| (B) GRADE | Fill in the circle for the grade |
| (C) NUMBER OF DOCUMENTS | Fill in the total number of answer documents for each grade by building. Number must be right-justified; enter leading zeros. |
| (D) SCHOOL NAME | Fill in and grid if completing a blank SSID sheet |
| (E) SCHOOL CODE | Fill in and grid if completing a blank SSID sheet |

SIDE 2: (Complete for bundles of response booklets from grade 5 classrooms only)

- | | |
|---|--|
| (F) IF YOU ARE USING THIS SIDE, MARK THIS CIRCLE | Fill in this circle |
| (G) TEACHER, COUNSELOR OR GROUP NAME | Print name in boxes and fill in circles under each letter |
| (H) GROUP CODE (Optional) | Teacher certification number |

Page 17

Complete the Master File Sheet

Examine the Master File Sheet(s) received in your *Test Coordinator's Kit(s)* to verify that all building names are preprinted. It is important to use the correct sheet. Do not add to or change any of the preprinted information on the Master File Sheet. Contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com for a corrected Master File Sheet.

Enter the total number of grade 5 classroom groups (each with its own SSID sheet) for each building under the “Number of Groups” column on the Master File Sheet. Add the total number of response booklets present in all groups and enter the total number of response booklets to be scored under the “Number of Documents” column on the Master File Sheet.

Use one SSID sheet to bundle the grade 9 response booklets for each building. Enter “1” for each building under the “Number of Groups” column on the Master File Sheet. Next, enter the total number of documents present in all paper banded bundles for grade 9 under the “Number of Documents” column on the Master File Sheet.

If no students were tested in a building at a particular grade, enter “0” on the line under each column of the Master File Sheet. Enter the total number of groups and the total number of documents to be scored on the “Totals” lines.

Retain a copy of the completed Master File Sheet for your records.

An example of a Master File Sheet is provided on the following page.

Master File Sheet

District: HAPPY HOUSE
Code: 26001
Contact: John Doe
Address: 123 MAIN

ABERDEEN
Telephone: (605) 555-1212

Building Number	Building Name	Grade	Number of Groups	Number of Documents
2600189	FUN ELEM	05		
2600110	FUN HIGH	09		
2600111	FUN MID	09		

For Scoring Center Use	Receiving Number	Order Number	Date Received
	Testing Program SDA05	Est N-Count	

Complete the *Order for Optional Scoring Services (OSS)* Form

Districts will automatically receive the state package of *Stanford Writing* reports. Remember that optional services such as holistic scoring may be ordered on the OSS form at the district's expense. When ordering optional scoring services, the Scoring Center requires a purchase order number or an authorized signature before reports can be released. The *Order for Optional Scoring Services (OSS)* form for the *Stanford Writing* assessment is included in your *Test Coordinator's Kit* and available on the following pages for reference.

Districts requesting optional scoring services or reports must complete the *Order for Optional Scoring Services (OSS)* form.
The completed OSS form should be attached to the Master File Sheet and returned in Box 1 of the SCORABLE response booklets.

Retain a copy of the completed OSS form for your records.

Order for Optional Scoring Services
SOUTH DAKOTA *Stanford Writing Assessment*
Fall 2005
Grades 5 and 9

Districts requesting optional scoring services or reports must complete the *Order for Optional Scoring Services (OSS)* form. Attach the completed OSS form to the Master File Sheet and return in Box 1 of your shipment of scorable student response booklets. Retain a photocopy for your records.

District Name: _____

DISTRICT INFORMATION:		
(_____) _____ Phone Number		
_____ District Test Coordinator		
_____ Name of School District		
_____ Street Address (No P.O. Box Numbers Please)		
_____ City	_____ State	_____ Zip

SEND INVOICE TO:		
_____ Name of School District		
_____ Address		
_____ City	_____ State	_____ Zip
_____ Purchase Order Number		
_____ Authorized Signature		_____ Date

If you have any questions please contact the Scoring Hotline at 1-800-328-5999.
 When ordering Optional Scoring Services, the Scoring Center requires a purchase order number or an authorized signature before reports can be released.

For Scoring Center Use	Receiving Number	Order Number		Date Received
	Testing Program	Est. N-Count	Edit Number	Cart Number

Order for Optional Scoring Services
SOUTH DAKOTA *Stanford Writing Assessment*
Fall 2005
Grades 5 and 9

Mark the appropriate box(es) for the optional scoring services or reports ordered.

☐ **Add Holistic Scoring - \$5.40 per student**
 Grade 5 and 9 student response documents scored holistically in addition to the analytic scoring provided for the South Dakota *Stanford Writing Assessment* program. **Cost will be assessed directly to the district.**

<p><input type="checkbox"/> Student Data (DISK) (IBM Format) Diskette 1.4 MB \$1.00 per student</p> <p><input type="checkbox"/> Summary Data (SUMD) (IBM Format) Diskette 1.4 MB CD ROM \$1.00 per student</p> <p><input type="checkbox"/> Return of Response Booklets Un-collated-First 1000 documents \$26.00 Each additional 1000 documents \$10.50 Collating Charge \$0.60 per student</p>	<p><input type="checkbox"/> Additional Master List of Test Results (MLTS) \$0.65 per student</p> <p><input type="checkbox"/> Additional Student Report (SR) \$0.80 per student</p> <p><input type="checkbox"/> Additional Report Label (LABL) \$0.75 per student</p> <p>Additional Master List Summary (MLTS) <input type="checkbox"/> by Class \$0.55 per student <input type="checkbox"/> by School \$0.55 per student <input type="checkbox"/> by District \$0.55 per student</p>
--	---

Attach the completed OSS form to the Master File Sheet and place in Box 1 of your shipment of scorable materials. All scorable student response booklets for grades 5 and 9 must be included in one shipment in order to prevent possible delays in processing.

Pack Assessment Materials

The Master File Sheet (and the completed OSS form) should be included as the topmost document in Box 1 (or Envelope 1) of your shipment. The scorable response booklets should be packed by school and grade in the order in which they are listed on the Master File Sheet. In other words, the first grade for the first school listed on the Master File Sheet should be at the top of the first box. You may find it easier to start with the last school listed on the Master File Sheet and work backwards.

Scorable response booklets should be returned to Harcourt using UPS “2nd-Day Air” and ORANGE “Scorable Test Materials” labels. Complete all information on the ORANGE label. If more than one envelope or carton is needed, label serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

When packing scorable response booklets, it is acceptable to ship in a single envelope; pack several envelopes in a sturdy carton; use only one carton; or use multiple cartons. Please use cartons or boxes in which the scorable answer documents will not shift, such as the Harcourt dual-purpose cartons in which you received your test materials. All empty space should be filled with crumpled paper. DO NOT use shredded paper or styrofoam “peanuts,” as these will damage the response booklets.

NOTE

Scorable response booklets must be sent as a SINGLE SHIPMENT to the Harcourt Scoring Center. Do NOT ship SCORABLE response booklets in the same box with NON-SCORABLE materials.

Non-scorable test materials should be returned to Harcourt using UPS “GroundTrak” and GREEN “Non-scorable” labels. Complete all information on the GREEN label. If more than one carton is needed, label the boxes serially. For example, a shipment of four cartons would be labeled “Box 1 of 4,” “Box 2 of 4,” “Box 3 of 4,” and “Box 4 of 4.”

Non-scorable materials include:

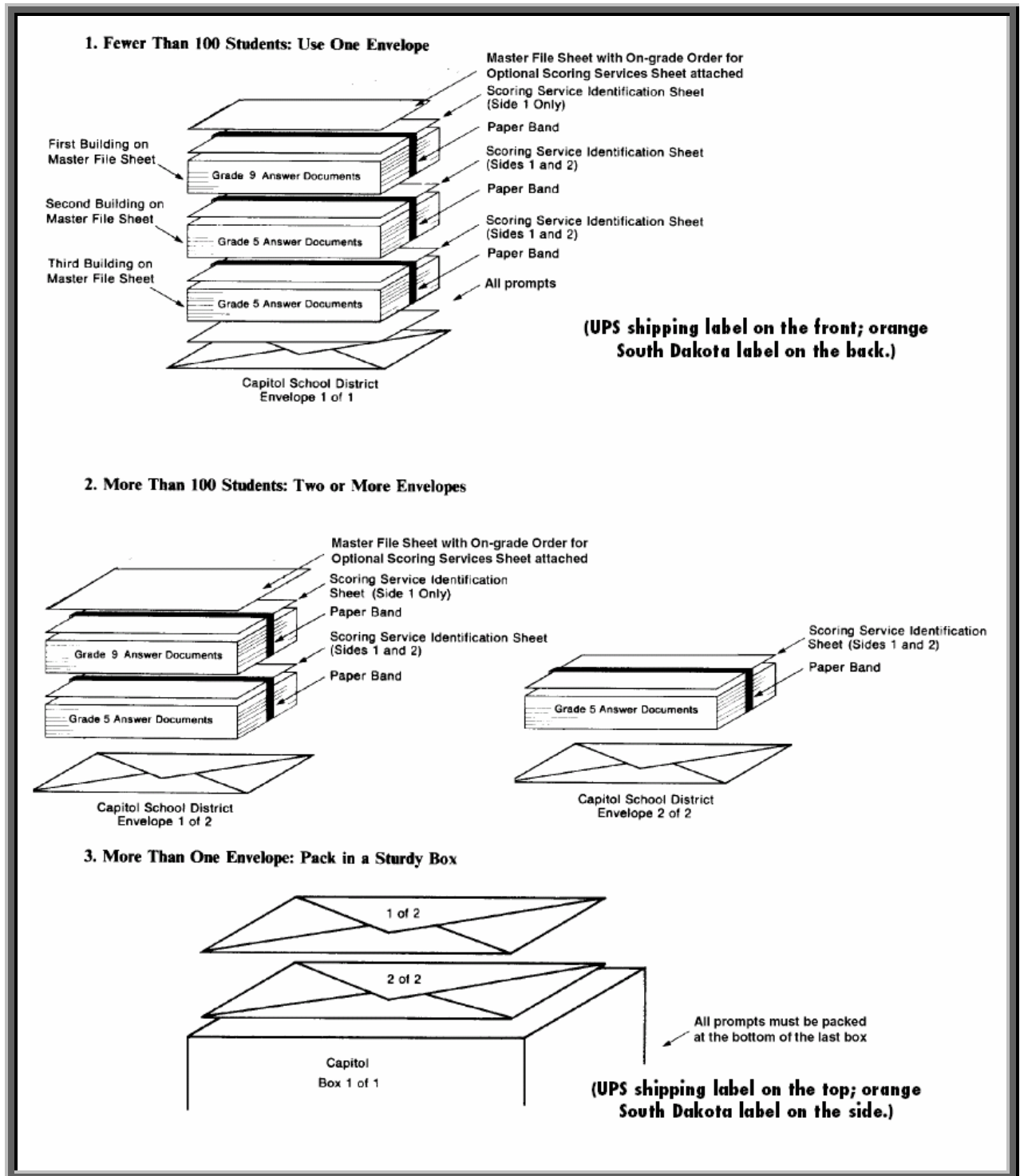
- ALL used and unused *Stanford Writing* prompts
- ALL *Stanford Writing Directions for Administering*
- unused *Stanford Writing* student response booklets

Unused SSID sheets may be returned to Harcourt or destroyed at the district/school level.

Complete all information on the labels. If one carton suffices for all grades, label it “Box 1 of 1.” If several cartons are necessary, label them serially. Apply the GREEN return labels to each box containing non-scorable materials.

Stanford Writing Assessment Packing Diagram

Return scorable response booklets in the order of the buildings listed on the Master File Sheet.



Ship Assessment Materials to Harcourt

You are responsible for the return of ALL *Stanford Writing* assessment materials via UPS to:

Harcourt Assessment Scoring Center
19500 Bulverde Road
San Antonio, Texas 78259-3701

Pre-paid UPS labels are provided in your *Test Coordinator's Kit*. The labels are preprinted with the Scoring Center's delivery address and your district's information. Should you require additional return labels, please contact the Harcourt Customer Support Center at 1-800-763-2306 or customersupportcenter@harcourt.com.

Contact UPS toll-free to arrange for collection of scorable and non-scorable *Stanford Writing* materials at 1-800-214-0391.

Early shipment is encouraged. Shipments must be ready for collection on the day UPS specifies retrieval. Return trips by UPS to your school district will delay the return of your scorable materials to the Harcourt Assessment Scoring Center and result in scoring delays.

Thank you for your time and effort ensuring the successful administration of the *Stanford Writing* assessment.